USC

Course Outline

Code: EDU744
Title: Teaching Senior Secondary HPE

School of:	Education
Teaching Session:	Semester 2
Year:	2019
Course Coordinator:	TBA
Course Moderator:	Margaret Marshman

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered

1. What is this course about?
1.1 Description
This course will develop your deep knowledge of curriculum practices for Senior Phase learners (Years 11–12) within the Australian Curriculum and Queensland Senior Syllabus for Health and Physical Education. You will research, evaluate and develop pedagogy that will empower you as a teacher of Health and Physical Education and inform your curriculum planning and teaching of sensitive issues in the discipline. You will explore and interrogate contemporary issues in learning and teaching in Health and Physical Education and design authentic learning sequences and assessment tasks.

1.2 Course topics
· Queensland Senior Syllabuses for Health and Physical Education
· Planning and alignment of content, pedagogy and assessment in Health and Physical Education subjects
· Specific learning and teaching requirements in Health and Physical Education subjects
· Engaging diverse learners in quality learning
· Assessment and reporting practices in the Senior Phase
· Designing and using assessment as an integral part of monitoring students' learning and curriculum decision-making in the Senior Phase of schooling
· Engagement with parents/carers and the wider community
· ICT strategies and resources in teaching and assessment in Health and Physical Education subjects

2. What level is this course?
700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts

3. What is the unit value of this course?
12 units

4.   How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Design authentic opportunities for students to engage in Aboriginal and Torres Strait Islander histories, culture, languages and/or perspectives in Senior Secondary Health and Physical Education subjects.	Task 1 and 2	Creative and critical thinkers.
Create concept maps, sequential learning sequences, lesson plans and assessment, based on research and interrogation, and which demonstrate deep content knowledge and understanding of effective teaching strategies for Health and Physical Education subjects and cater for diversity.	Task 1, 2 and 3	Creative and critical thinkers.
Design highly effective assessment strategies and approaches which utilise ICT for assessment, feedback, reporting, recording and moderation in Health and Physical Education subjects.	Task 3	Creative and critical thinkers.
Identify opportunities and plan for authentic engagement with parents/carers and the wider community.	Task 1, 2 and 3	Engaged.

Students may attend combined lectures with ED315, AE304 and SE303 undergraduate students. These parallel course deliveries are designed to give students access to expert lecturers. However, postgraduate courses may have additional or separate assessment tasks with appropriate criteria that acknowledge the different expectations, learning outcomes, prior knowledge and life experience of a student undertaking an AQF Level 9 program.

5.   Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1   Enrolment restrictions
This course is only available to students enrolled in ED706 Master of Teaching (Secondary) who have a HPE teaching area.

5.2   Pre-requisites
N/A

5.3   Co-requisites
N/A

5.4   Anti-requisites
N/A

5.5   Specific assumed prior knowledge and skills (where applicable)
Specialist knowledge of Health and Physical Education from previous undergraduate studies.

6.   How am I going to be assessed?

6.1   Grading scale
Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2   Details of early feedback on progress
You will receive feedback from your tutor and peers on your Viva Voce session which you can utilise for task 2.

6.3   Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1a	Concept Map	Individual	15%	1500 words 15 minute Viva Voce Session	Weeks 3 and 4	In tutorial
1b	Viva Voce Session		15%			In tutorial
2a	Lesson Sequence	Individual	30%	1500 words	Friday 5pm Week 8	BlackBoard (SafeAssign)
2b	Evaluation Statement		10%	500 words		
3	Using ICT in Assessment: discursive essay	Individual	30%	1500 words	Friday 5pm Week 10	Blackboard SafeAssign
			100%			

Assessment Task 1: Concept Map and Viva Voce Session

Goal:	The goal of this task is to plan learning activities by means of a Concept Map for a subject from Health or Physical Education which incorporates Aboriginal and Torres Strait Islander histories, cultures, languages and/or perspectives and present your ideas to peers via a Viva Voce Session.
Product:	Concept Map and Viva Voce Session.
Format:	**Task 1a: Concept Map** You will create a Concept Map of ideas, which identifies authentic learning opportunities in a Health or Physical Education subject for students in Year 11 or 12, which incorporates Aboriginal and Torres Strait Islander histories, cultures, languages and/or perspectives. The Concept Map must have an overarching theme and include subheadings and content for: · Teaching strategies - lesson ideas/activities · Numeracy and literacy strategies · Engagement with ICT · Resources · Assessment and reporting strategies · Parent/carer and community engagement **Task 1b: Viva Voce Session** You are also required to present your Concept Map to peers and tutor during a 15 minute Viva Voce Session. During this session you will explain and justify the learning activities and ideas you present and demonstrate a range of verbal and non-verbal communication skills. Feedback from your tutor and peers from this session will need to be utilised in Assessment Task 2.
Criteria:	1. Knowledge of Health or Physical Education curriculum content. 2. Organisation skills as evidenced by the quality of your Concept Map. 3. Creation of learning activities which focus on authentic learning and engagement, and which are aligned with effective assessment and reporting strategies. 4. Use of appropriate resources and application of technologies. 5. Oral presentation skills to engage your audience of peers.

Assessment Task 2: Lesson Sequence and Evaluation Statement

Goal:	The goal of this task is for you to use the Concept Map and feedback from Task 1 to create a sequence of lessons which incorporate Aboriginal and Torres Strait Islander histories, culture, languages and/or perspectives.
Product:	A sequence of three lessons and 500 word Evaluation Statement using student assessment data supplied in tutorial.
Format:	**Task 2a: Lesson Sequence** You are required to use the Concept Map and feedback from Assessment Task 1 to create a sequence of three 70 minute lessons for a class of 25 students in Year 11 or 12 which incorporates Aboriginal and Torres Strait Islander histories, culture, languages and/or perspectives. The lessons must: · Identify Health or Physical Education Senior Syllabus outcomes which align to the lesson objectives, assessment and teaching content relevant to the student cohort and Health or Physical Education subject area · Apply knowledge of Aboriginal and Torres Strait Islander histories, culture, languages and/or perspectives into the design of learning activities, lesson sequences and identification of appropriate teaching resources · Create lessons which demonstrate effective sequencing of content, timing, instruction and critical questioning, relevant to the student cohort and Health or Physical Education subject area · Cater for a diverse range of learners and contain a formative assessment task **Task 2b: Evaluation Statement** You are also required to write a 500 word statement using student assessment data supplied in the tutorial, to describe: · Your interpretation of the student assessment data · How you would modify your teaching practice to cater for the student cohort · Strategies that you will use to evaluate your teaching program to improve student learning
Criteria:	1. Knowledge of Health or Physical Education curriculum content, Aboriginal and Torres Strait Islander histories, culture, languages and/or perspectives, and the creation of learning activities which focus on authentic learning and engagement in the teaching area. 2. Organisation skills in effective sequencing of content, timing, instruction and critical questioning and demonstration of successful evaluation strategies. 3. Knowledge and understanding of how to use resources (including ICT) appropriately in Health and Physical Education subjects. 4. Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.

Assessment Task 3: Using ICT in Assessment: Discursive Essay

Goal:	The goal of this task is for you to develop your ability to identify authentic opportunities for the use of ICT in assessment in a Senior Secondary Health and Physical Education subject.
Product:	Using ICT in Assessment: Discursive Essay
Format:	In this task you are required to write a 1500 word discursive essay, which outlines how ICT can be utilised for assessment in a Health and Physical Education subject. Your essay must contain: · A description of assessment strategies in a Senior Secondary Health and Physical Education subject including informal and formal, diagnostic, formative and summative approaches to assessment. The summative assessment must reflect the 2019 syllabuses. · Strategies and examples of how ICT can be utilised for: a) assessment in Health and Physical Education subjects b) feedback in Health and Physical Education subjects and its purpose in relation to student learning c) reporting to students and parents/carers in Health and Physical Education subjects d) keeping accurate and reliable records of student achievement and why this is necessary in teaching e) moderation and the purpose of moderation in teaching and assessment
Criteria:	1. Problem-solving skills to identify authentic opportunities for using ICTs in HPE. 2. Knowledge and understanding of assessment, feedback and reporting in Health and Physical Education. 3. Effective application of Technologies to Health and Physical Education subjects 4. Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.

7.   What are the course activities?
7.1   Directed study hours
A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.2   Course content

Week # / Module #	What key concepts/content will I learn?
Module 1 Weeks 1 - 3	Curriculum, key reports, policy and initiatives in relation to the Queensland Senior Syllabus for Health and Physical Education. Exploring the Queensland Senior Syllabus for Health and Physical Education. Exploring the Australian Curriculum. Exploring International, National and State health reports, initiatives and policy. Exploring engagement with parents/carers and wider community. Exploring authentic ways to plan for learning and engagement in Aboriginal and Torres Strait Islander histories, culture, languages and/or perspectives in a Senior Secondary Health and Physical Education subject.
Module 2 Weeks 4 - 7	Curriculum planning and alignment of content, pedagogy and assessment in Health and Physical Education subjects. Exploring specific learning and teaching requirements in Health and Physical Education subjects.

	Exploring strategies to engage diverse learners in quality learning. Lesson planning and content sequencing in Health and Physical Education senior secondary subjects. Exploring assessment and reporting practices in the senior phase. Examination of student data evaluations to plan for student learning and curriculum decision making in the senior phase of schooling.
Module 3 Weeks 8 - 10	Assessment and reporting practices in the senior phase. Examination of the purpose and value of assessment, reporting, record keeping, moderation and feedback in relation to Health and Physical Education. Exploring ICT strategies and resources in teaching and assessment in Health and Physical Education subjects

Please note that the course activities may be subject to variation.

8.   What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1   Prescribed text(s)
N/A

8.2   Specific requirements
N/A

9.   Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10.   What administrative information is relevant to this course?

10.1   Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2   Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a)   The final mark is in the percentage range 47% to 49.4%

b)   The course is graded using the Standard Grading scale

c)   You have not failed an assessment task in the course due to academic misconduct

10.3   Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4   Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5   Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6   General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast -** Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture -** Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

10.7   School Specific Information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate):

Assessment Task	Australian Professional Standards for Teachers (Graduate)
Task 1: Concept Map and Viva Voce Session	2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. 3.3 Include a range of teaching strategies. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. 6.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.
Task 2: Lesson Sequence and Evaluation Statement	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 2.2 Organise content into an effective learning and teaching sequence. 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. 2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
Task 3: Using ICT in Assessment	5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. 5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement. 6.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.

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Overview of the Master of Teaching (Secondary) Program

Phase 1 - Orientation to the profession:
EDU764 Quality Teaching and Learning
EDU765 Professional Experience: Orientation to the Profession
First two curriculum courses
Phase 2 - Enhancing professional knowledge and skills:
EDU712 Diversity and Inclusion
EDU713 Individual Learner Needs
EDU715 Literacy and Numeracy across the Curriculum
EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning
EDU766 Assessing Learning
EDU714 Professional Experience: Managing Learning Environments
Second two curriculum courses
Phase 3 - Synthesis of professional knowledge in practice and research:
EDU717 Using Data for Learning
EDU718 Teacher as Researcher
EDU719 Teacher as Global Practitioner
EDU720 Professional Experience: The Professional Teacher